LA 113 P: Instructing Males Through Peer Advising Course Tracks
(IMPACT)
Spring 2020 Syllabus

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Meeting Times
Section 30055: Monday: 5:00 PM – 6:00 PM
Location: SZB 284

Office Hours: Monday: 4:00 PM - 4:45 PM 5th floor SZB

COURSE DESCRIPTION

This course is designed to enhance college student engagement and academic achievement by offering active and experiential learning opportunities through near peer advising and service learning. This course will be based on the integration of theory and practice. Service-learning courses involve reflection (theory) as well as action (practice) and combines community work with classroom instruction and course requirements (Schutz & Gere, 1998). This course will engage and connect undergraduate students who attend the University of Texas at Austin (UT-Austin) to Latino and African American male youth at the middle school and high school levels in the Central Texas community through near peer advising and mentoring (Schmidt & Moust, 1995).

The design and structure of this service learning course (IMPACT) will provide students with first-hand experiences working within local schools in the Austin Independent School District (AISD) to advise and mentor young middle school and high school males about college pathways (e.g., tracks), and the importance of learning the necessary soft-skills that will make them successful students whether they are transitioning from middle school to high school, or high school to a higher education institution. Students will also engage in leadership training with emerging and established community leaders. Overall, this service-learning course will
focus on leadership development, mentoring theories, youth development, testimonios, research presentations and discussions about males of color in education.

A significant portion of this year’s course will be devoted to the theory and practice of youth testimonios. Testimonio is a methodology that is similar to story-telling, that allows marginalized people to articulate the truth of their experience and identity. Generally, the testimonios of youth are developed in a partnership between the youth (storyteller) and someone who will help put the youth’s stories into writing. This process is done collaboratively. Testimonios typically focus on experiences involving identity or oppression and often contain a political statement against the perceived oppressor. In the fall semester, we will learn about the history and theory of testimonios. We will have the opportunity to develop our own testimonios. In Spring, we will learn about the methodology of collecting youth testimonios. To put this learning into practice, over the course of Spring semester, we will collect the youth testimonios of our mentees and compile them in a booklet. This booklet will be the culmination of our learning and work together over the course of the 2019-2020 academic school year.

Additional readings and discussions will focus on the dual issues of gender and educational equity. Students will also produce brief writing assignments that will ask them to critically reflect on their experiences and how they are bringing transformative change to their communities and their own educational experiences at UT-Austin. Through this service learning course (IMPACT), we will emphasize active learning in different environments, allow students to see and experience the relationship between theory and practice, engage them in meaningful service benefiting the community, and provide them with opportunities to use newly acquired skills and knowledge in real-life situations.

Course Goals:
- Engage in critical thinking and dialogue
- Understand the significance of critical mentoring and social emotional learning
- Develop meaningful relationships with classmates with the intent to uplift and support each other academically and build community
- Understand and engage in equity root using diverse experiences
- Participate in community outreach projects
- Explore personal goals and engage in meaningful academic activities
- Examine the U.S. higher educational sector through a critical lens

Learning outcomes:
At the completion of the course, students will be able to:
- Employ best critical mentoring practices
- Achieve an understanding of the experiences of male students of color in the higher educational sector
- Define and describe key social science concepts and theories and their application
- Interpret social science literature focused on male students of color within the U.S. higher educational sector
- Describe and critique developmental, social, environmental factors that males of color navigate within the U.S. higher educational sector
- Apply theoretical frameworks, course literature, and additional relevant research in the form of a written final paper and oral presentation.
- Learn about the theory and practice of testimonios through class readings, and through a culminating class project where we will compile youth testimonios.

Methods:
- Seminar open class discussion
- Small group discussion and exercises
- Instructor workshops and guest lectures
- Individual exercises
- Community building activities
- Writings and reflections
- Outreach to local schools
- Participation in on-campus/community events
- Other methods TBD by students and instructor

Expectations:
- Attend every class
- Be on time
- Turn off cell phones, etc.
- Responsible for making up missed work
- Be open to learning more about yourself and others
- Complete assignments, and let us know what will make this class most helpful for you
- Comply with the UT Austin Student Code of Conduct and the Code of Academic Integrity

Course Textbook, Readings, and Resources

No textbook is required for this course. Readings for this course will be accessible via CANVAS. There are numerous online sources for the APA stylebook as well (https://owl.english.purdue.edu/owl/resource/560/01/).

All assignments submitted in this course should be written incorporating the APA Publication Manual, 7th Edition stylebook.
## COURSE READING SCHEDULE

*Readings/Assignments to be completed **BEFORE** each class day*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>1/20</td>
<td>No Class: MLK Day</td>
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<tr>
<td></td>
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<td><strong>Assignment:</strong> Reading Reflection 1 - Submit reflection to canvas by 3pm. Based on these readings, list 5-8 questions you would like to ask a student in one of your sites.</td>
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<tr>
<td>5</td>
<td>2/17</td>
<td>Platica #1: 5:00-7:00 pm</td>
<td>Platica Speaker: Dr. Angela Valenzuela Location: TBD</td>
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<td><strong>Assignment:</strong> Reading Reflection 2 - Submit reflection to canvas by 3pm. Come prepared to talk about site.</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Event Description</td>
<td>Details</td>
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<tr>
<td>7</td>
<td>3/02</td>
<td><strong>Mentoring Practices Workshop #2: Critical Youth Development</strong></td>
<td><strong>Note:</strong> Open to all PM mentors.</td>
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<td><strong>Assignment:</strong> Reading Reflection 3- Submit reflection to canvas by 3pm. Come prepared to talk about site.</td>
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<td>3/09</td>
<td><strong>Testimonio Workshop #2: Making Sense of interviews</strong></td>
<td><strong>Milestone 1:</strong> Conduct/record a 15-20 minute interview middle school/high school student(s) by this week and write up theme.</td>
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<td><strong>Assignment:</strong> Auerbach, S. (2002). &quot;Why do they give the good classes to some and not to others?&quot; Latino parent narratives of struggle in a college access program. Teachers College Record, 104(7), 1369-1392.</td>
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<tr>
<td>9</td>
<td>3/16</td>
<td><strong>No Class: Spring Break</strong></td>
<td><strong>Milestone 2:</strong> Transcribe Interviews.</td>
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<td>3/23</td>
<td><strong>Platica #2: 5:00-7:00 pm</strong></td>
<td><strong>Platica Speaker:</strong> TBD <strong>Location:</strong> TBD</td>
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<td><strong>Assignment:</strong> Transcription of Interview Due @ 11:59 pm</td>
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<td></td>
<td>3/30</td>
<td><strong>Literature Topic #3: Undocumented College Students</strong></td>
<td><strong>Perez, W., Crotes, R., Ramos, K., &amp; Coronado, H. (2010). Cursed and Blessed Examining the Socioemotional and Academic Experiences of Undocumented Latina and Latino College Students.</strong></td>
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<td><strong>Perez, W., Espinoza, R., Ramos, K., Coronado, H., Cortes, R. (2009). Academic Resilience Among Undocumented Latino Students.</strong></td>
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<td><strong>Assignments:</strong> Reading Reflection 4- Due to canvas by 3pm.</td>
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<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<td>4/13</td>
<td>Testimonial Workshop #3: Examples of Student Testimonios</td>
<td>Milestone 4: Review semi-finalized testimonio w/ interviewee/mentee</td>
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<td>Peer Feedback Workshop in Class</td>
<td>1st Draft of Testimonios Due</td>
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<td>Bring 3 hard copies of your proposal/draft of final paper to receive feedback from your peers.</td>
<td>Note: Final Presentation Sign-up</td>
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<td>4/20</td>
<td>Platica #3: 5:00-7:00 pm</td>
<td>Platica Speaker: TBD</td>
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<td></td>
<td>Location: TBD</td>
<td>Assignment: Finalized Testimonio Due</td>
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<tr>
<td>4/27</td>
<td>Testimonial Presentations</td>
<td>First Half of Testimonial Presentations</td>
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<tr>
<td>5/04</td>
<td>Testimonial Presentations Milestone 5: Share booklet with mentees at site</td>
<td>Second Half of Testimonial Presentations</td>
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</table>
|      | Note: Share your Testimonio Booket w/Student | **Final Paper Due: 5/11 @ 11:59 pm on Canvas**

(We reserve the right to change the syllabus as the semester progresses)

**ASSIGNMENTS & GRADING**

**Guidelines for Submitting Assignments:**

1. Papers should be completed with letter size (8.5” x 11”) settings and 1” margins. Font size should be 12 point, using Times New Roman only including headers and page numbers. All assignments should have an APA-style cover sheet with your name, the title of the assignment (an actual title, not “Individual Project,” etc.), and the date. Follow APA rules for page headers. Page numbers (if submitting more than one page) should appear at the top of the page.

2. There is an APA formatted template in Course Documents – feel free to download and use to ensure that your assignments are correctly formatted. It is expected that your paper formatting should be exemplary, given the available resources.

3. All papers should be submitted as PDF or Word documents via Canvas by 11:59 PM on the due date. Students should keep an electronic backup copy of all submitted work.

4. Please proofread your work and make sure your work is as polished as possible. Consider working with a classmate to proofread written assignments. Your class TA’s are resources. We are happy to offer feedback and advice on assignments before you submit them.
5. Correct citation, in APA 6th edition style. All papers should have a references section citing all works used, and citations should appear in text. Poor or spotty citations can often lead to charges of plagiarism. If you have any questions about the use of APA style consult the APA Publication Manual.

1.) Mentoring Site and Class Attendance  
(25% of final grade)
You will be held accountable for attending and participating in class and at your respective mentoring sites. In case of an emergency you are allowed to miss (2 TIMES, either class or mentoring) without penalty. You are required to contact your site coordinator beforehand to explain why you will be missing the session. After two absences, you will only be able to acquire 60% of the total participation grade. It is imperative that you show up to class prepared. At mentoring sites that means ready to participate, engage with the mentees and facilitate sessions; In class that means having completed the readings and ready to discuss questions you have, share what you learned/ found interesting, share opinions etc. Attendance/Participation will be taken each class day and at every mentoring site.

2.) Reading Reflections/Participation (10% of final grade)
Students are required to submit a reflection on the weekly readings. Your reflection could be a brief discussion of what you found interesting about the reading and why, it could be a reaction to the reading, or it could be a set of questions that you have. This is a chance for you to share your questions, opinions and other thoughts. This will be uploaded on the discussion section of Canvas on weeks assigned (Check weekly schedule).

3.) Midterm  
(25% of final grade)
Students are required to interview a mentee in the program. Record the interview and then transcribe that interview onto a word document. *Try to get the transcript as accurate as possible to respectfully and accurately represent the mentee voice*

4.) Student Testimonios  
(15% of final grade)
Students will hold a recorded interview with at least 1 mentee from any of the school sites, transcribe the interview, from that you will collaboratively create a narrative from the interview with the mentee, and help assist in the creation of a student testimonio booklet of all of our mentees testimonios.

5.) Testimonio Presentation and Final Paper  
(25% of final grade)
At the end of the semester, students will compose and present a 5-6-page paper detailing a student’s testimonio and how their story connects to the larger narrative of boys and men of color in schools. This written final and presentation will be an important way for us to put into practice what we have learned about testimonios over the course of the semester.

Note: Milestone markers are for your reference. No assignment is due.

Missed Assignments/Class
Students are required to complete any missing assignments. Failure to complete all of the required assignments can result in failure of the course.
Grading Summary

1.) Mentoring Site/Class Attendance and Participation 25%
2.) Reading Reflections 25%
2.) Mid-Term Proposal/Peer Review Feedback 25%
3.) Testimonio Presentation and Final Paper 25%

The final grades will be given as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 94</td>
</tr>
<tr>
<td>A-</td>
<td>93 – 90</td>
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<tr>
<td>B+</td>
<td>89 – 86</td>
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<tr>
<td>B</td>
<td>85 – 83</td>
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<tr>
<td>B-</td>
<td>82 – 80</td>
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<tr>
<td>C+</td>
<td>79 – 77</td>
</tr>
<tr>
<td>C</td>
<td>76 – 73</td>
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<tr>
<td>F (see instructor)</td>
<td>72 – 0</td>
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</tbody>
</table>

COURSE POLICIES

University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Documented Disability Statement
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or http://www.utexas.edu/diversity/ddce/ssd

Use of E-Mail for Official Correspondence to Students
E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your email address. You should check your email regularly and frequently to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your email address at http://www.utexas.edu/its/policies/emailnotify.php

Religious Holy Days
By UT Austin policy, you must notify us of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, we will give you an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL)
If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal

Use of CANVAS in Class
In this class we will use CANVAS—a Web-based course management system with password-protected access at http://canvas.utexas.edu/—to distribute course materials, to communicate and collaborate online, to post grades, and to submit assignments. You can find support in using Blackboard at the ITS Help Desk at (512) 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

**Feedback Statement**
During this course we will be asking you to give us feedback on your learning in informal as well as formal ways, including through anonymous surveys about how our teaching strategies are helping or hindering your learning. It is very important for us to know your reaction to what we are doing in class, so we encourage you to respond to these surveys, ensuring that together we can create an environment effective for teaching and learning.

**Emergency Evacuation Policy**
Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.